

THE SCHOOL GOVERNMENT CHRONICLE

AND
EDUCATION REVIEW

Vol. cxlviii. No. 3,370.
(Estab'd. 1871).

Incorporating "The Education Authorities Gazette"

MAY, 1956.
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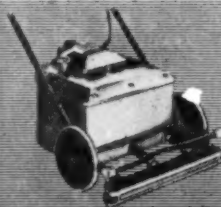
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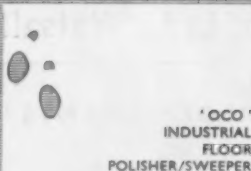
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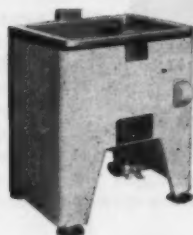
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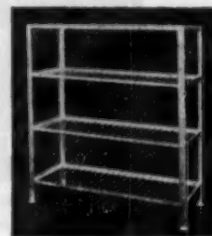
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,370. Vol. CXLVIII.

MAY, 1956

Much that is Praiseworthy in our Educational System

Says Mr. T. A. Casey in his Presidential Address to the
London Schoolmasters Association

Deliverers of presidential orations, said Mr. Casey, usually consider themselves at liberty to range over a very wide field in search of subjects on which to comment, and sometimes the topics so selected seem to have only a tenuous connection with the speaker's avocation. Presidents of teachers' organizations would seem to have a greater right than most to this freedom, for no aspect of life is irrelevant to them in their task of preparing tomorrow's citizens to meet life's manifold challenges. Even the narrowest definition of the term "education" allows one who would speak of it so much scope that any attempt to treat it as a theme usually results in treating it superficially.

Mr. Casey continued: "I have no intention of adding to the ill-informed comment, which passes for considered judgment, so easily evoked when 'education' is being discussed. When this comes from outside the teaching profession it is unfortunate; but when teachers themselves join with those who would disparage the efforts made by any section of the profession it is downright folly. It is healthy that we indulge in constructive self-criticism, but it might be better if we did a little less of it in public. Why not occasionally sing the praises—and there is much that is praiseworthy in it—of our educational system? Not that I believe our system or our schools are perfect—of course they're not. But English education today has this great merit. It allows a large measure of personal freedom, so that each one may pursue his educational ideals and practise his teaching methods according to his own lights. That this freedom is so rarely abused is something of which all concerned—the Ministry, the authorities and the teachers—can be justly proud. Like other freedoms, it ought not to be taken for granted. We did not always have it here, and it is not common in other lands today. Its use may foster some odd experiments—even cranky ones. But surely, diversity born of sincere differences of opinion is preferable to a system of schooling, however good, which bears a uniform pattern—even though that pattern be our own favourite design!

"Having suppressed any inclination to pursue that will-o'-the-wisp word 'education,' I decided to delineate

the area of my address by the two words 'London Schoolmaster.' I think it apt that my text should be the title each one of us is proud to bear. It marks us as men who are engaged in the greatest—and, many of us believe, the finest—education service in the country. If London does not provide the best or is in danger of losing her pre-eminence, a serious obligation lies with the Education Authority to remedy the matter. It is because we care about the Council's reputation that we continually press certain suggestions for improving its Service.

London the Magnet

"From earliest times, long before Bow Bells recalled Whittington, London has been a magnet drawing the talented and the adventurous from all parts of the kingdom to seek their fortunes, or, at least, their personal fulfilment within its borders. Because it was realized that a great city can only prosper by constantly drawing upon the best human resources available, London has always welcomed the stranger. There were occasions, it is true, when pugnacious 'prentice boys with a 'closed shop' mentality behaved inhospitably towards interloping Scots or Welshmen or other foreigners from north of Barnet. But a ducking in the malodorous town ditch did not deter these doughty fellows, and they have continued to swarm into London. Without them it would not be the place it is.

"London's dependence on outsiders is nowhere more obvious than in the teaching service. It would be interesting to know why London is not more self-sufficient in this respect. Perhaps Cockneys are too cute to take up teaching when more lucrative occupations abound on their doorstep. But whatever the reasons, a high proportion—perhaps the majority—of London schoolmasters are not born Londoners. London education is the richer for this influx and owes a great debt to thousands of schoolmasters from the provinces and especially from the Principality, who have devoted their professional lives to young Londoners. This must have had a profound effect on the character of this county's education. Suppose half the schoolmasters in Wales

were Englishmen (someone will say, 'God forbid') or that lads in Yorkshire were taught for the most part by Lancashire men! How long would Wales retain the fetish for the flattened football? What would happen to the historic rivalry about the Roses? Let me not be misunderstood. We want, and we welcome, these fine men in London education, but we don't want London education to become less 'Londony'.

Dual Loyalty Encouraged

"I do not urge that my colleagues from the provinces, from beyond Offa's Dyke or from 'over the wather,' should forswear their native hills and heaths. London would not wish that to happen; she is not one of those over-possessive, green-eyed ladies. She allows—in fact, encourages—a dual loyalty, and is proud to number among her citizens London-Scottish, London-Irish and London-Welsh. But this we have in common. Whether by birth or adoption, we are all Londoners, and have a duty to maintain her historic position as the premier city of the country and the Commonwealth. As London schoolmasters we have the obligation and the opportunity to ensure that our pupils do not grow up ignorant of, or indifferent to, this city's storied past. Unless we, native or stranger to London, have a real affection for the place and the people, and do not regard it and them as merely the source of our livelihood, we shall not kindle in our pupils the local patriotism and proper pride they should feel for London. The most insignificant village boasts its own special traditions and customs. The village school is the jealous custodian of this local

lore and plays an active part in passing it on. We must ensure that the children of this great village are not bereft of their historic heritage, for we are the guardians of all that is fine in London tradition.

"Because of its immensity it is difficult, even for adults, to think of London as a homogeneous whole. An intimate knowledge of the immediate neighbourhood of home or place of work is about as much as most Londoners acquire in the course of a lifetime. How much more difficult it is for a child to identify himself as a young citizen of the great Metropolis. Many children, especially those living in the inner parts, are confined to their own locality from one year's end to another, except, perhaps, for a trip to the seaside, or a few weeks in the hop fields. A friend of mine, teaching in the Old Kent Road, was surprised to find that only six children in his class had seen the Tower. They all were given picture-money every week-end so that their parents might be rid of them for a few hours—and, knowing the kids, we won't blame the parents for buying a bit of peace at that price. But why does it not occur to them to take them for a ride on top of a bus occasionally, or walk them through the City's streets to see its lovely churches in the quiet of a Sunday morning? Central London teems with interest for young and old alike if only they possess the key to the long twenty centuries of its story.

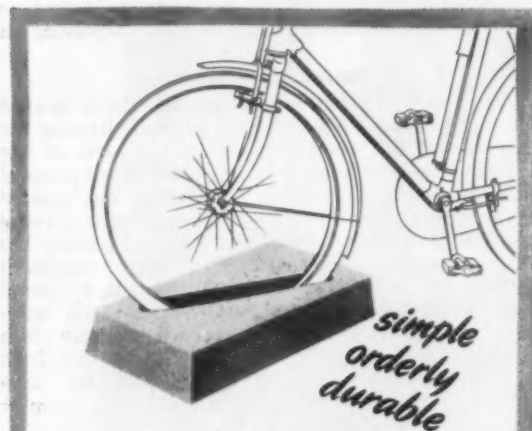
"A hundred and fifty years ago the Lakeland poet stood on Westminster Bridge—not the one now in use, but its predecessor, Rennie's bridge. There must have been evidence of poverty and squalor to be seen. Yet Wordsworth, who worshipped beauty, was inspired to write the sonnet which begins

Earth hath not anything to show more fair;
Dull would he be of soul who could pass by
A sight so touching in its majesty:

Beauty and majesty we have still—and along the South Bank at night we even have a fragment of fairyland—but as well there is much that is ugly or incongruous. Great schemes are afoot to replan and rebuild after the devastation wrought a few years ago. The magnificent dream that Wren conceived after an earlier devastation was destroyed by selfish interests and popular ignorance. If the present grand design for London is not to suffer a similar fate we must begin now to lay the foundations of civic pride and cultural appreciation in the generation that will bring about its realization."

In speaking to them of London Mr. Casey said he asked them to consider what he hoped was a novel aspect of the duty they owed the community. It was time now to remind the community of the duty it owed them. He said "the community" quite deliberately; not the government, not the local authorities, but the people—the fathers and mothers of the children in the schools. They were their paymasters and for far too long had shirked their responsibility to see that school masters were justly rewarded. It was far too easy for the public to say, "'They' should pay you decent salaries," and pass the buck to the local authorities and the government. It was time the public said, "We ought to pay you decent salaries," and not then threaten to throw out the local councillors when the rates go up.

Mr. Casey concluded with comments on the present salary and pension conditions. Only by acting in the spirit of solidarity, he said, would they obtain the recognition they deserved.



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Minister Decides Against Increasing Cost of New School Building

Four Million Pounds to be Saved

Sir David Eccles, Minister of Education, has decided that, in spite of rising building costs, he must not, in the present inflationary situation, increase the current limits of cost per place in school building. This was announced on April 28th in a circular to local education authorities. By meeting this challenge, authorities will save the taxpayer and ratepayer about £4,000,000 in respect of the 1956-57 building programme.

Two recently announced wage awards in the building industry will increase the cost of educational building by over 3 per cent., according to the Ministry's index of building costs. This increase is one further step in a trend which has persisted since 1939. School building costs have trebled since that year and doubled since 1945. Since 1949, when limits on the cost per school place were first announced, the increase has been about 53 per cent. without allowing for the effect of the new wage increases.

In the face of these rising costs, local education authorities have done well. In 1949, the average cost per place was about £200 and £320 for primary and secondary schools respectively. If the increase in costs had not been counteracted, schools would have been started in recent months at a cost of about £306 and £490 per place. But the current cost limits are £154 for a primary and £264 for a secondary school place, and authorities have been able to keep within them. This shows the extent of the economies made and efficiency achieved by local authorities in the last six years. Since it is generally considered that educational standards have not suffered, this is a remarkable achievement in getting better value for money—the taxpayers' and ratepayers' money.

The Minister is confident that if architects and builders bring to their task the same imagination, skill and energy as in the past they will again be able to absorb the increases in costs. He realises that authorities may have to adjust to a certain degree their standards of space, design, construction or finish, but, after examining carefully the general effect on the quality of new schools, he finds no evidence to show that the basic standards of design and construction need be reduced below tolerable levels. He does not therefore propose at this stage to amend the present Building Regulations.

London Education Facts

During the past year the cost of running the London Education Service was just under £34 million—apart from capital expenditure on new school buildings, etc. By far the largest single item of expenditure was £13½ million on teachers' salaries. There were 16,732 teachers in London schools, over 10,000 of them women, and another 832 full-time and nearly 8,000 part-time teachers in establishments for further education.

There were more than 440,000 children in London's 1,400 or so primary, secondary, and special schools during the year. Nearly 300,000 students attended the 126 establishments for further education maintained or assisted by the L.C.C. Maintaining school and college buildings cost £5,095,396, and expenditure on books, writing materials, furniture and equipment for the pupils and students totalled £1,536,985.

These and a wide variety of other interesting facts and figures about all aspects of education in London are contained in the new edition of "London Education Statistics" (9d.) from the Information Bureau, County Hall, S.E.1, or any bookseller.

School Staffing in Scotland

Although there were 5,426 more fully qualified teachers in Scottish schools last year than in 1939, education authorities estimated that they still needed a further 1,761 to reduce oversize classes and to replace uncertificated teachers. To replace certificated teachers employed on a temporary basis—mainly married women and retired teachers—a further 1,520 would have been required. These figures are contained in an analysis of school staffing which forms part of the Secretary of State's report "Education in Scotland in 1955."

The total number of certificated teachers in public and grant-aided schools was 34,424, compared with 34,322 in the previous year and 28,998 in 1939. Excluding re-employed retired teachers, 643, there were 15,276 graduates in the schools compared with 12,676 in 1939.

Uncertificated teachers numbered 1,165, of whom 227 had been trained as teachers but did not hold Scottish Certificates. Of the total, 131 were university graduates, and 517 were skilled and often highly qualified in the practical subjects which they were teaching. The remaining 517 included 378 teachers whose qualifications were seriously below standard and who would not have been employed if more suitable persons had been available.

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Burnham Main Committee

Recommended Salary Scales for Teachers in Primary and Secondary Schools for the period from 1st October, 1956

PRINCIPAL FEATURES

The following are the principal features of the recommendations which both Panels of the Burnham Main Committee have agreed upon for submission to their Constituent Bodies and, if approved by them, for subsequent submission to the Minister of Education for approval.

1.—*Basic Scales for Qualified Assistant Teachers* to be increased.

Scales in force until 30th September, 1956

Men : £450—£18—£725 Women : £405—£15—£580

Scales from 1st October, 1956

Men : £475—£25—£900 Women : £430—£20—£720

2.—*Additions for approved study and training* remain as in the current Report, but the increments to be increased from £18 to £25 for men and from £15 to £20 for women.

3.—*The Graduate Addition* to be increased :

	Men	Women
Existing ..	£60	£48
Proposed ..	£75	£60

4.—*The Good Honours Degree Addition* to be increased

Existing ..	£30	£24
Proposed ..	£50	£40

and to apply as at present, but to include all second class honours degrees.

5.—*Additions for Qualified Teachers in respect of experience gained prior to qualification.*

The present provisions to be maintained but the value of the increments to be increased from £18 to £25 for men and from £15 to £20 for women.

6.—*Special Schools.*—Additions and allowances for assistant teachers in special schools to be adjusted appropriately.

7.—*Scales for Unqualified and Temporary Teachers* to be adjusted appropriately.

8.—*Head Teachers of Schools other than Special Schools.*

(a) *The Head Teacher Allowances* to be increased from £100 minimum (group 0) to £920 (group XXII) as at present for men to £125 minimum up to £1,115 maximum.

For women the present £95 minimum with a £810 maximum is to be raised to £120 minimum to £1,005 maximum.

(b) *The existing age-weighting* to be amended as follows :

	Under	13	13-15	15-16	16-17	Over
For each Pupil						
Existing : Count ..	1	1	4	7	10	
Proposed : Count	1	2	4	6	10	

(c) *Schools to be re-grouped* as from 1st October, 1956, on the basis of the numbers of children on roll on Form 7 (Schools) date 1956, with ages as at 31st

March, 1956, instead of on the review average for 1955 which is operative at present, provided that where the 1956 figures would place the school in a lower group than at present, the existing grouping will be retained until 31st March, 1958. The re-grouping to continue until 31st March, 1958.

9.—*Head Teachers of Special Schools.*

The Head Teacher Allowances to be adjusted appropriately.

10.—*Special Allowances for Assistant Teachers.*

The present provisions relating to the payment of special allowances to be discontinued and replaced by the following :

(a) *Deputy Heads.*

The Authority to be required to designate one of the assistant teachers in schools in Group III and above as deputy head teacher and allowances to be paid as follows :

In group III men £80 up to £450 in group XXII.

For women £64 in group III up to £360 in the highest group.

The Authority to have power to designate a post of deputy head in a school below Group III, such post to carry an allowance of £75 for a man, £60 for a woman.

(b) *Heads of Departments.*

In secondary schools in which advanced work is undertaken, i.e., work above the "O" level of the General Certificate of Education leading to the "A" level, the Authority to be required to establish posts of heads of department of such number and such grading as the Authority may determine.

In other secondary schools, the Authority to have power to establish posts of head of department of such number and grading as it may determine.

Heads of departments to be paid allowances above the basic scale as follows :

Grade..	A	B	C	D
Men ..	£125	£200	£275	£350
Women ..	£100	£160	£220	£280

Guidance to Authorities as to the application of the grades to be set out in an appendix to the Report.

(c) *Graded Posts*

For schools in Group IV and above a "score" to be established according to the unit total as follows :

Group	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
Score	1	2	3	4	5	6	7	8	9	10
Group	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII	
Score	11	13	15	17	19	21	24	27	30	

and the Authority to be required to appoint assistant teachers (other than Deputy Heads and Heads of Departments) to graded scales above the basic scale in accordance with the "score," each appointment on Scale I counting one point against the "score,"

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each appointment on Scale II two points, and each appointment on Scale III three points.

The Authority to have power to establish a Scale I post (in addition to the Deputy Head) in a school in Group III.

The Scales to carry allowances above the basic scale as follows:

Scale	..	I	II	III
Men	..	£75	£125	£175
Women	..	£60	£100	£140

The allowances under (a), (b) and (c) not to be subject to annual review.

11.—Additional Payments for Teachers in the "London Area."

The present provisions to be continued.

12.—Equal Pay.

The present position to be continued under which equal pay will be fully operative by 1st April, 1961.

The recommendations are signed by the joint hon. secretaries, Dr. W. P. Alexander for the Authorities' Panel and Sir Ronald Gould for the Teachers' Panel.

At the first meeting of the committee set up by the Secretary of State to grade the qualifications of technical teachers in schools in Scotland it was decided to invite interested bodies or individuals to submit views to them in writing, and to consult interested educational establishments about many of the qualifications in question.

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£3,000,000 Extensions to Queen's University, Belfast

University architecture of the last century of the present day, and plans of building yet to be done, were seen by the Duke of Edinburgh when he visited the Queen's University of Belfast last month.

Although a young university—it was only raised to that status in 1908—Queen's is now in the midst of a vast expansion scheme which will cost over £3,000,000. Already, behind the original 19th century front, a modern block for the Faculties of Science and Engineering is taking shape and is expected to be completed by October, 1958.

The Duke saw the foundation work on the new building to be erected for the Department of Physics—which will cost £500,000 and which is expected to be complete also in 1958.

Thus the University is gradually overcoming the problems of accommodation which have beset it since the War. With the numbers of students on the rolls steadily increasing—there are now 2,600 attending the University—it was felt that the dispersal of the engineering classes was unsatisfactory. Extra-mural classes for engineering students were conducted in a technical school. Accommodation within the University was essential.

When the new block for this Faculty is completed it will accommodate 1,200 students and will cater for the needs of Civil and Aeronautical Engineering. Outside this field it has also accommodation for students of Chemistry, Botany and Zoology.

The action of the Northern Ireland Government in allowing and assisting Queen's University to embark on this heavy programme of building has been fully rewarded. Already functioning are a new Institute of Clinical Science and a new Geology Department.

When the present programme of building is completed, a new and modern University will be the tangible result of ten years' hard planning.

Planning Small Primary Schools

Guidance to Education Authorities on the planning of small primary schools is contained in "Small Primary Schools" the second of the Scottish Education Department's handbooks on school building. The aim of this handbook, which contains plans for one, two, three and four teacher schools, is to help education authorities, particularly those in rural areas, who have to provide such schools to do so within the prescribed limits of cost and area, while making the best possible provisions for both pupils and teachers.

Small primary schools, many of which serve rural and remote areas, are a distinct feature of the Scottish education system—of the 2,200 primary schools in Scotland, nearly 1,400 have fewer than 100 on the roll. The plans included in the handbook have been prepared to assist authorities to plan new buildings which as far as is practicable will make possible a curriculum as rich and as broad as is offered in the larger schools.

Sir David Eccles, the Minister of Education, has appointed Mr. R. F. Cunningham to be his Assistant Private Secretary with effect from May 1st.

Advanced Technology

A conference on Advanced Technology, organised by the Middlesex County Council, held at Willesden Technical College last month, was attended by about 120 delegates representing major industrial firms in the County, Professional Associations, the Ministry of Education, the London and Home Counties Regional Advisory Council for Higher Technological Education, and Technical College Governing Bodies.

Coming at a time when the nation is faced with the need to secure a steady increase in industrial output, involving the introduction of new techniques and an intense and rising demand for trained man-power, and when the Government's recent White Paper on technical education has confirmed the County Council's view that in the end it is the attitude of industrial firms to Further Education which will count most, this conference was further evidence of the Council's desire for the closest possible collaboration with industry in the provision of technical education in the national interest.

Main object of the conference was to provide the industrialists attending with the opportunity of giving at first hand an indication of their likely future requirements in terms of training facilities and to ensure that they were aware of the facilities which already exist and which are still being developed in the County.

The conference was linked with a survey of some recent advances in the field of technology as a whole and Professor Willis Jackson, Director of Research and Education, Metropolitan-Vickers Electrical Co. Ltd., an acknowledged authority in the field of nuclear physics treated the audience to an interesting view of the future in an address on the "Industrial Application of Nuclear Energy."

In a paper entitled "The Provision of Technological Education in the County," Dr. C. E. Gurr, M.Sc., Chief Education Officer, M.C.C., gave a very clear and comprehensive picture of the County Council's achievements in its provision for technical education in the County since the war. In particular he dealt with the many facilities provided today, facilities which have placed the County Council among the leaders in this particular field. Dr. Gurr was introduced by Mr. J. W. A. Billam, B.Sc., Chairman of the Further Education Sub-Committee, who presided at this Session.

Before the afternoon session commenced the Chairman of the County Council, Mr. S. Graham Rowlandson, entertained the whole assembly to luncheon in the College. The meal was prepared and served by catering students of the Acton Technical College.

The afternoon session was opened by Mrs. K. M. St. P. Crump, B.Sc., Chairman of the County Education Committee, who introduced Mr. A. L. Stuchberry, M.I.Mech.E., M.I.Prod.E., Chief Technical Engineer, Metal Box Co. Ltd., Acton, who dealt with "Automation—Some of the Human Problems," a subject of particular interest to industrialists. An interesting discussion period then ensued on automation, county planning and sandwich courses.

Many suggestions were made as to the types of courses that were required to meet the needs of industry and special emphasis was laid on the scope for interaction between industry and the education authority in the field of technical education. The industrialists particularly welcomed the opportunity that had been given

for them to obtain a comprehensive picture of the wide range of facilities already provided for technological education and to appreciate the part that industry could take in its future development.

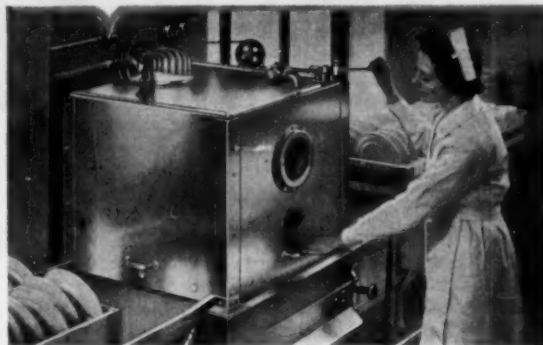
More Scholarships for Technologists

Details of the changes to be made in the system of State Scholarships as part of the Government's policy for the development of technological education are announced by the Ministry of Education.

The number of Technical State Scholarships is to be increased from 120 to 150 for the Academic Year 1956-57. This number will be increased further as occasion demands and, in particular, as courses are developed to lead to the new award to be granted by the National Council for Technological Awards.

State Scholarships, numbering nearly 2,000 a year, which are awarded on the results of the G.C.E. examinations, have so far been tenable only for honours degree courses at universities and university colleges. From 1956-57 onwards, they will be tenable in technical colleges for approved courses leading to the new technological award.

The great majority of authorities have already agreed to accept the Minister's recommendation that students pursuing full-time courses of degree or equivalent status at institutions other than universities should now be awarded maintenance grants at the appropriate university rates. The Minister hopes the remaining authorities will adjust their awards arrangements for such students in time for the next academic year.



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Teaching of Modern Languages

Report of Paris Conference of Educationists

BY A SPECIAL CORRESPONDENT

At a Congress of French and English educationists organized by Le Monde Bilingue, held in Paris under the auspices of the Ministry of Education of France and presided over by M. Jean Piobetta, Chief Education Officer of the Department of the Seine, Dr. Collier, of the Department of French, Sheffield University, made the following report: the Commission, which was primarily concerned with the question of oral teaching of modern languages, had on its agenda the following items:

1. The best starting age for primary school teaching of French.
2. Methods of teaching.
3. Exchange of teachers and assistants.
4. Résumé of experiments carried out in French schools.
5. How could such experiments be grafted on to the English educational system?

It is apparent from this that the whole system at present used in English schools for the teaching of modern languages was being brought under review. The main issue was the advisability or not of oral teaching in the *primary* schools of this country. The present system whereby only preparatory school children are given the privilege of early teaching of modern languages, i.e., before the age of ten years, and whereby formal grammatical teaching of languages is confined to grammar schools and some secondary modern schools, has been severely criticised recently as producing students, who at University level, produced very disappointing results in Civil Service examinations. The proposal of Le Monde Bilingue would be that purely oral teaching of French should be begun in all primary schools in this country at the age of six years, or as soon thereafter as possible. This would obviously mean a major revolution in our whole system of modern language teaching and would obviously meet with some opposition from teachers, headmasters and local education authorities. Yet, the stark fact facing the French and English educationists present at this Congress was that the majority of English schoolchildren, after four or five years of teaching, are incapable of speaking freely or of expressing themselves in acceptable French. Any examiner in oral French in grammar schools would confirm this.

Reports were given by many French teachers who had taught foreign languages to children of six years and sometimes less, and tape recordings were produced showing what could only be described as miraculous results. It was by no means rare to hear a child of six after only two years instruction expressing himself freely in two, three and sometimes four languages. It was stressed that all these results were obtained without any effort or additional work on the part of the children. The age-old criticism that bilingual teaching produces a dichotomy in the child's mind, resulting in nervous instability, was entirely disproved. The most amazing

results came from the SHAPE School in Paris, which contains 630 children of fifteen different nationalities. There was no danger during the teaching of a foreign language that the child would lose his mother tongue, since instruction in that mother tongue was given for at least six hours per week. Experiments are already being carried out in the department of the Seine, at Luchon, Lisieux, Bordeaux and Arles with the full permission of the local authorities, and are producing the same good results. The methods applied are:

1. Instruction is purely oral and practical.
2. Approximately four lessons of a quarter of an hour each are given per week.
3. There is no written work or grammar.
4. Classes contain twelve to twenty children.
5. Appeal is made to the eye, ear and repetitive capacity of the child.

It has been found that a vocabulary of 1,500 to 2,000 words can be acquired easily and without effort within one term by a normal child. The question of the linguistically ungifted child was raised and it had been found that in all the classes given only one such child was found and the incapacity of the child reflected its home background. In such classes every possible audio-visual aid is being used and there is no such formal instruction as is found in our grammar schools. Professor Briggs, of the Department of French of the University College of N. Wales, referred to the difficult position of the teaching of foreign languages in Great Britain, where teachers, using the traditional system with children of eleven years or over, had to admit to only moderate success in spoken language. This lack of success has recently been heavily underlined. Any modern language teacher who attended this Franco-British Congress must have found the obvious reply to such criticism. It was stressed that the best oral teacher of language is the child's mother. Le Monde Bilingue would replace her at school by a highly trained and competent foreign teacher. The modern objection to the teaching of foreign languages in universities is that considerable time is wasted because the student of 18 to 19 years of age has to be taken back to infancy in his language classes. Professor Briggs stressed that, if foreign language teaching were introduced into the primary school, it could be rationalised in the grammar school, and the university teacher could concentrate on his real job of building a knowledge of culture, civilization and literature upon a secure linguistic basis. Such methods would necessitate an exchange of highly trained teachers between Great Britain and France. This could quite easily be carried out and would provide an outlet for many university graduates whose linguistic accomplishments are sufficiently good and whose real vocation lies in elementary school teaching. At present English assistants going to France and French assistants coming to England, though their linguistic knowledge may be



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unquestionable, are unskilled, untrained and, in the main, completely unfitted for the type of teaching which they are called upon to do in the country in which they teach.

Naturally, such revolutionary methods would raise strong protest from teachers and local authorities. It is merely necessary for such objectors to see and hear the effects of the experiments now being carried out in France, for them to be persuaded of the necessity and urgency of primary school language teaching. It also requires the courage of local education authorities at least to give the system a fair trial and to await the results of two or three years' experiment. It also required, needless to say, the courage to admit to oneself that our whole attitude towards the teaching of modern

languages is, and has been for some time, completely misguided and entirely unrealistic.

At the close of the conference the following resolution was unanimously adopted:

"The delegates of the Franco-British Congress of the *Monde Bilingue*, after listening to the many reports of experiments in the oral teaching of Modern Languages (English and French), carried out in the Primary and Preparatory Schools of both countries, and, being convinced that the best results can be obtained if such teaching is begun in the early years of school-life, provided the teaching is continued thereafter without interruption, urge that such experiments should be widely carried out in Great Britain as well as in France and, to this end, ask that to those Primary and Preparatory Schools who should desire it, every facility be given both in the sphere of administration and of teaching."

Mental Health and the Happiness of Mankind

Speaking to the annual conference of the National Association for Mental Health last month Sir David Eccles, the Minister of Education, asked how is it that M.P.'s are so cheerful when we should be distraught with anxiety climbing up and down a volcano that erupts without warning? There are, he said, two answers:

"First, we are volunteers who work very hard because we have chosen to work hard, and secondly, each of us cherishes a dream of leaving our country a little better than he found it. Members of Parliament are ambitious, of course they are, but their ambition is in the context of faith in and service to their country. Now the truth is you can put up with almost anything provided you believe in something; and if you are working with people who all believe in something I guess the incidence of mental ill-health will be found to be very low.

"I notice this beneficent contagion at work when I visit schools. One has only to look and listen in a school to get innumerable proofs that good spirits are as catching as measles, and to see that it is by example that children are made better or worse. And so in the education service we must hold firm to the positive job of keeping normally happy children happy. That is our first duty. The world has found out that the best way to make a man honest is to treat him as though he were; this treatment does not succeed in every single case, but it is the right way to begin; and I suppose it to be the same with children and their happiness; the right way to begin is to treat them as though they were happy, to take it for granted that they are. But then there are exceptions. There are grievous exceptions and very complicated cases and I cannot praise too highly the work of members of this Association in detecting, diagnosing and treating the mentally abnormal children.

Maladjusted Children

"Here we enter a realm of expert knowledge which I can only survey from the outside. But every now and again the layman is furnished by the experts with a map which he can read. Recently I have been greatly helped by the Report of the Committee on Maladjusted Children.

This is a first-class document. Dr. Underwood, the committee's chairman, and his colleagues deserve the warmest thanks and congratulations. I am sure their report will live as a great and permanent contribution to the study of maladjustment. The committee were good enough to make ninety-seven recommendations, which we are now studying in the Ministry and with other government departments. This is a very interesting but somewhat lengthy task. The report says that formal recommendations were not the committee's main object; wisely they felt, and I think you will too, that it was more important to suggest some of the attitudes of mind required for the prevention and treatment of maladjustment. It is on this topic that I would like to say a word.

"One must be impressed by the committee's common sense; for instance by the way they looked at their problems from the angle of the normal child. The chapter in the report on normal development is outstanding and has been widely welcomed. Anyone who has anything to do with children would profit by reading it; whether or not they take any interest in the specialized problems of maladjustment. The committee strike another blow for common sense and sound instincts when they lay stress on the central responsibility of parents. Of course this is right. But as the report indicates modern life has not always helped parents. It is one thing to sound the alarm that mental health is often neglected, that mother and father have a job to do building up the emotional and mental stability of their children, and that they should be quick to see when anything goes wrong and to ask advice in the right quarters. It is not very difficult to make pronouncements of this kind. It is quite another thing to convey this message to parents in ways that do more good than harm. Listen to what I consider to be the most striking sentence in the committee's report.

'There has never been,' they write, 'an age in which more was known about children, but it is also true that there has never been an age in which parents had less confidence in their own powers to handle children.'

"This is indeed a serious indictment of a generation which so prides itself on social progress. Later I will

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attempt a general observation on the cause of failure to deal responsibly with the problems of modern life. But I suspect, and the committee seem to agree, that parents' confidence in handling their children is not helped by some of the tabloid notions on health which they absorb through the various means of mass communication.

"Many of the popular commentators on health, sanity and sex, are extremely good at their jobs but there are some who, sniffing round for something bad to go for, remind a countryman like myself of a rat-catcher, who not only exaggerates the signs of vermin but having landed one job takes care to see that a good breeding stock remains to provide him with the next. I remember a woman, constricted with indignation, complaining to me about the teachers at her son's school. 'It's a real bad school,' she said; 'look at him' (pointing to a fat dejected boy) 'he's seven and he can't read.' I remarked mildly that some of the world's geniuses could not read at seven. Whereupon she produced a cutting from a magazine and declaimed in a that's-that tone 'Children who are properly taught can read without difficulty by the age of seven, and at eleven they should be able to etc., etc.' How unfair to teachers is this kind of expert rubbish! I would willingly consider any proposals you may make to counter tendentious statements about the average child, who exists only in the tables of statisticians; and I hope this Conference will roundly condemn those who, for reasons that have nothing to do with the child's education or health, play upon the anxieties of parents; for instance some of the things written and said about the 11+ exam do positive harm to both children and parents. The Committee in their Report are careful to say that the lack of confidence, which some parents show in handling their children, is no reason for them to abdicate and hand over their responsibility to experts of one kind or another. For example, they tell us that where it is clear a child needs treatment at a child guidance clinic 'the clinic's function is not to take the responsibility for their child away from the parents, but to help them to cope better with him.'

Provision of Special Education

"Similarly when discussing the provision of special education for maladjusted children they say:

'there are obvious advantages in leaving the child in the home during treatment,' for, they continue, 'the restoration of harmony and understanding between parents and children must be one of the main purposes of treatment.'

We all know there are some cases where the circumstances just will not allow the child a fair chance if treated at home, and I am deeply appreciative, as were the committee, of the excellent work that is being done in some of the schools and boarding homes for maladjusted children. But of these cases the committee say, sticking to their theme, 'when it is decided a child needs treatment away from home the aim should be to prepare the way for his return home at the earliest possible date, however long and difficult the process may be.'

"A final point about this most admirable report: I am very glad the committee were so forthright in their recommendations that all the services which exist to help children and their families should work more closely together. The report makes no bones about the need for greater co-operation. Let us take this point to heart.

Do let us put an end to the infuriating tale of a dozen social workers visiting the same problem family within a week or two. The mother of one such family said to me 'The old man might have won the treble in the pools for all the knocks on our door.' Locally and centrally we must prevent overlapping and organize our work in the full knowledge of what each service is able to do and not try to do it twice.

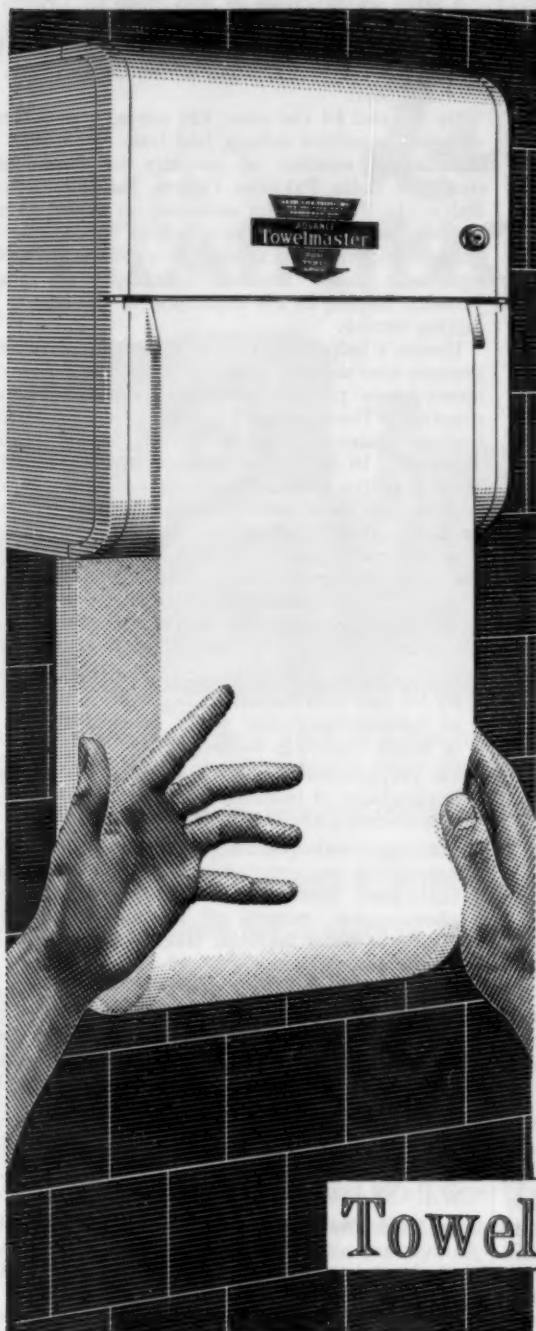
"Reading the report one realises that the care of maladjusted children is a great work of human and national interest in which voluntary service can be invaluable. Britain would be poorer if all our voluntary workers had to be replaced by salaried employees of a public authority. I hope this conference will consider and make known what volunteers can do in the field of mental health.

We have lost our Faith

"I want now to turn to a less specialised topic. I have in mind that all the work done to promote mental health would be more firmly based if there existed a clearer idea why in our age stress and strain are so widespread. You are the leading experts on the proximate causes of mental ill-health and your growing success in prevention and treatment is recognised with admiration and gratitude. But what shall we say about the deeper causes associated with the circumstances of the age we live in? What accounts for the increase in tension? It cannot be poverty. Britain is getting richer. It cannot be social insecurity. We are cared for by the expanding social services. It might be the fear of atomic war, but there is no evidence to show that the Communist campaign of conquest through panic has made any impression on our people. No, one must look elsewhere for the root of the malady. We are like a man who has gone colour-blind and doesn't know it; we are disabled because we have lost our faith—faith that is, in anything outside our immediate interests.

"The ruins of strongly held beliefs are plain to see. A dramatic example is coming to us today out of Russia. Imagine the state of mind at this moment of the Soviet peoples; for twenty years they were taught that Stalin, the father of his country, could do no wrong; his interpretation of Marxism was infallible; his portrait decorated every home and his slogans dominated every public meeting, his voice commanded and obtained immense sacrifices for the State and the Communist ideal... and then suddenly everything is turned upside down, the pedestal shattered and the hero blackguarded as a murderer of 5,000 army officers and heaven knows how many innocent civilians... all the praise and the honour and the glory paid to Stalin are now officially one gigantic swindle. Such a destruction of faith on such a scale must disturb the thoughts and spread the doubts of millions, and let us underline the point, this must occur however just we may think the charges laid at Stalin's door. Such a massive assault upon the steadiness of a whole people's thinking is unique only in degree, not in kind; it is only an unusually violent example of the erosion of faith in ideals and leadership that everywhere threatens the foundations of industrial societies.

"Medicine cannot give us back faith. You will remember what the doctor in Macbeth says about Lady Macbeth crying out her guilt in her sleep 'More needs she the divine than the physician.' This must be more or less true of any man who recognizes no higher



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authority than his personal desires. St. Augustine, who wrote as well about human nature as anyone has ever done, was clear that no man can attain to perfect mental health. 'Whoever,' he says, 'thinks that in this mortal life a man may so disperse the mists of bodily and carnal imaginings as to possess the unclouded light of changeless truth and cleave to it with the unswerving constancy of a spirit wholly estranged from the common way of life—he understands neither what he seeks nor what he is that seeks it.'

"I have met with an exception to St. Augustine's proposition, but as you would expect not in life but in art. This is in El Greco's great picture 'The Martyrdom of St. Maurice.' The Roman legionaries whom this officer commanded were converts to Christianity. The Emperor Maximilian ordered St. Maurice to put down a rebellion. But the rebels were Christians like his own soldiers. Three times he and all his men refused to obey. Twice they were decimated and finally exterminated to the last man. El Greco's picture shows groups of St. Maurice's regiment standing about waiting their turn to be beheaded. You have never seen such quiet, such grave contented figures, such peace of mind. You are in the presence of men whose faith has cured all human fears. Still alive, they have finished with this world and are certain of the next. Of course this is a miracle of the artist's imagination, but nothing that I know so pierces the heart and mind with the reality of what faith can do.

"It seems to me that all of us who are trying in one way or another to see that our children grow up sound in body and mind must wrestle with the question why it is that this generation knows better and does worse than our fathers? It is, of course, a blessed thing to have the knowledge and the skill to mend something that is broken; and I do not doubt that in our time much more accurate and profound knowledge is available about the diagnosis and treatment of mental ill-health than ever before. But we are human and we want more than bodily health. We want to know why we have been born and what is our duty and what is our destiny: we cry for a belief to distinguish us from animals, vegetables and minerals. Who does not envy the faith, for example, of such a man as Albert Schweitzer? And if I were to put one question to a conference which is to discuss the theme of mental health and personal responsibility it would be 'Are you really convinced that the personal example of individuals, standing up for what they believe in, counts for more than anything else in the mental health and happiness of mankind?'"

Higher Interest Rates

In Amendment No. 9 dated 7th February, 1956, to Administrative Memorandum No. 456, the Ministry informed local authorities that until further notice the rate of interest on loans made by the Minister under Section 105 of the Education Act, 1944, would be 5½ per cent. In view of the upward revision in interest rates recently announced by the Treasury, the rate of interest for such loans will now be 5¼ per cent. (Amendment No. 10). The new rate of interest will apply only to loans or instalments of loans made on or after 24th March, and until any further change in the rate of interest becomes effective.

Unesco Annual Report

More Help for Member States

A large scale increase in help given by Unesco to its Member States was the most significant feature of the work done by Unesco during 1955, says Dr. Luther Evans, the Director General of the Organization in his annual report.

By the end of the year, 126 projects, at a total cost of nearly a million dollars, had been approved. These included a number of projects in Commonwealth countries, India, Pakistan, Ceylon, Jamaica, Cyprus and Malta. In Pakistan, for example, an expert in nuclear physics was sent for a year to help in the organization of university courses; a fellowship was awarded and some equipment given. Another expert spent six months in Jamaica helping in the expansion of the school broadcasting service.

Unesco's help to the U.N. technical assistance programme also shows a large increase. By the end of 1955 ninety-seven projects were in operation in forty-six countries. These included a number in India, Pakistan, Ceylon, Malaya, the Gold Coast, Sierra Leone and Trinidad. In India, for instance, five experts (two of them from the United Kingdom) were sent to establish engineering courses at the Indian Institute of Technology at Kharagpur. Indian staff is already instructing a thousand undergraduates and it is hoped to extend these courses during the next three years until a post-graduate school of 500 students and research scholars is established.

Among other activities in 1955 singled out by Dr. Evans are:

- the preparation of proposed international regulations for the safe distribution, transportation and utilisation of radio-isotopes—one of the fields of atomic energy in which Unesco is working;

- the preparation of a centre for research on the social implications of industrialisation in South Asia, which was opened early this year in Calcutta;

- the joint creation by Unesco and the Egyptian Government of a documentation and study centre for Egyptian antiquities, intended specifically to build up complete photographic records of monuments destined to disappear under artificial lakes which will be created by the Aswan Dam.

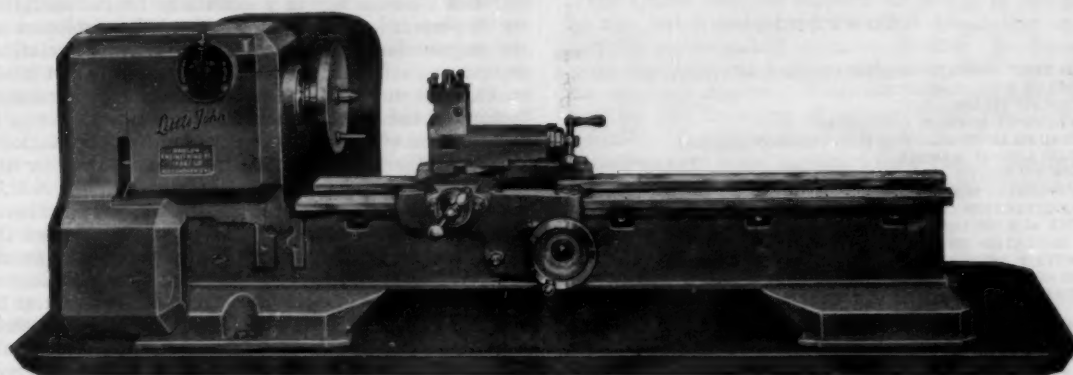
The report shows that five U.K. organisations were awarded study-tour grants in 1955, and that of the 411 senior posts in the Unesco Secretariat at 1st January, 1956, seventy-four were occupied by U.K. citizens, a higher proportion than any other nation except France.

The County Councils Association have now removed their offices to 66a, Eaton Square, Westminster, London, S.W.1. The telephone number is SLOane 5173/4.

In 1958 The Boys' Brigade will celebrate its 75th Anniversary and as part of the celebrations the B.B. in Jamaica has decided to hold a Camp in April, 1958, primarily for all Companies in the Caribbean area—British Guiana, British Honduras, Barbados, Jamaica, Bahamas, Leeward Islands and Windward Islands. The Boys' Brigade in Britain has received an invitation to send a party of boys, not only to attend the Camp but also to spend about two weeks as the guests of B.B. Companies in Jamaica.

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No. 3370

MAY, 1956

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Month by Month**Burnham Proposals.**

THE two panels of the Burnham Main Committee have now agreed upon recommendations for new salary scales to operate from 1st October. The proposals have now to be submitted to each of the constituent bodies for their approval and, if this is given, for submission to the Minister. This is not the place in which to examine those proposals, but rather to comment on their general character and consequences. It may be said at once that the proposed scales exceed in generosity even the most sanguine hopes of the vast majority of teachers. This can easily be ascertained by conversation with teachers themselves. It is difficult if not impossible to recall a case where in negotiations for remuneration the employers have actually surprised the employees by the magnitude of their offer. The teachers' associations represented on the Burnham Committee are not likely to express surprised gratification. Such expressions come from the rank and file of their members. We go to press on the eve of the special meeting of the National Union of Teachers called to receive and consider the proposals. We feel safe in prophesying that the N.U.T. will accept the recommendations. It will be remembered that the Easter Conference of the N.U.T. rejected the reasonable request of their Executive that they should have reasonable latitude to negotiate. Instead Conference sought to tie the hands of their own negotiators by insisting on a basic scale of £500 to £1,050. Fortunately for the teachers negotiations were not and indeed could not be carried on under such limitations. What is now offered is a basic scale of £475 to £900, but with such substantial increases in increments and allowances of every kind as to make the new proposals far more acceptable to the teachers than they might otherwise have been. The new salary scales will add some £31,000,000 to the teachers salaries bill for England and Wales alone. It remains to be seen how the local authorities will react to the recommendations. There is truth in the *Teachers World* statement that their representatives on the Burnham Committee "have increased their original offer to a figure which may well threaten to jeopardise its acceptance by their own constituent bodies."

Chief Officers.

AT the same time came the announcement that the national negotiating committees had reached agreement on salary increases for such chief officers of local authorities as town clerks, treasurers, education officers, surveyors and architects. As from 1st April, salaries will be increased by 7½ per cent. on the first £1,250 and 5 per cent. on any excess of salary over that figure. The officers concerned may well wish that they had the Burnham Committee to negotiate for them. What would a head master say, whose salary since 1952 had been £1,250, if he were now offered a 7½ per cent. increase? Local authorities cannot ignore the impact of the Burnham proposals on the many other salary awards which they have to operate. They may even still be some people old fashioned enough to believe that excessive salary increases contribute effectively and disastrously to inflation of our national economy.

Pensions. THE war over the Teachers' Superannuation Bill has ended. The last battle was won by the Government, against whose numerical strength and voting power the opponents were powerless. It is perhaps inevitable that the subject should almost have ceased to be talked about. The Bill now awaits only the certainty of the Royal Approval. Obviously there is little if anything at the moment which critics of the Bill can do about it. Even so the National Association of Schoolmasters has performed a useful service in publishing Mr. Harry Meigh's "L.S.D. of Teachers' Pensions." This is an admirable criticism of the Government's case, absolutely factual, and a scathing exposure of the amazing misrepresentation which has in this matter carried the day for the Government. The very large increase in expenditure on teachers' salaries from 1st October may make the local education authorities associations wish that they had not been so easily persuaded to agree to a 20 per cent. increase in teachers' superannuation contributions. At the same time the National Association of Head Teachers has issued both to its members and to local education authorities a "widows and Children's Pension" plan, as reflecting the type of provision which they would like to see included in the Teachers' Superannuation Scheme. The scheme provides for two methods of contribution, at the choice of the teacher. A contribution of 1½ per cent. would be made from salary throughout the teacher's career, whether he married or not, or was widowed or divorced. Alternatively the lump sum payable on retirement (or on the death gratuity) would be abated up to one-third. In addition the Association submits a voluntary Dependents' Pension Scheme for any teacher not in the scheme mentioned above. It must eventually be realised that, both for the teaching profession and for the national economy, a sound and comprehensive superannuation scheme is better than highly inflated salaries.

* * *

THE Education Act, 1944, S.49, declares **Sunderland.** that any regulations made by the Minister regarding the provision of milk and meals in school "shall not impose upon teachers at any school or college duties in respect of meals other than the supervision of pupils." The National Union of Schoolmasters, as is now well known, instructed its

members as a protest against the Superannuation Bill, not to collect money for school meals. The Association thus picked a quarrel with the Authority, which had no kind of responsibility for the Bill which was so offensive to the teachers. The Authority replied by terminating the appointments of the teachers who obeyed the N.A.S. direction. An important legal issue has thus been raised; so important that the N.U.T. has made its own strong protest to Sunderland. A letter from the General Secretary concludes:

"... should the Sunderland Authority attempt to enforce duties hitherto deemed voluntary, the N.U.T. would be bound to resist, not only in the interest of its members in Sunderland but also, since a precedent would be established, in the interests of its members throughout the country."

The Union does not support the N.A.S. in operating the ban, but it does stand with that Association on the teacher's rights as laid down by statute. We have no doubt that wise and just counsels will prevail and settle this unhappy dispute. Even so, harm will have been done by the focussing of attention on meals duties generally. It will be a bad thing for English education if teachers ever come to regard their task as limited by law, by custom or by pay, to the implementation of curricula and schemes of work.

* * *

Building Costs.

LOCAL education authorities rarely receive such public and ungrudging praise as is given them in Circular 301. Building costs have risen steadily since 1939. They have doubled since 1945. They are still rising. If the increase in costs had not been counteracted by the ingenious economies of local authorities the costs per place in recent months would have been £306 for primary and £490 for secondary schools. In fact, current cost limits are £154 and £264 respectively. This shows "the extent of economies made and efficiently achieved by local authorities" and this without detriment to educational standards. This is the answer to foolish talk in Parliament last month about gross extravagance in school buildings. The Minister intends to maintain the present limits of cost and is confident that local authorities will accept and meet this as a challenge."

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The Imperial Institute

The controversy about the fate of the Imperial Institute building has led to the mistaken impression in some quarters that the work of the Institute will come to an end. The Institute has received many letters on this subject. The Director, in the general review which prefaces his annual report draws attention to the firm assurances already given in Parliament that a new and convenient building is to be provided to accommodate the Institute and that the change will be made with as little disturbance as possible to the Institute's expanding activities.

This expansion, which has been greatly accelerated since the publication of the Tweedsmuir Report in 1952, is described very fully in the report which shows an increase in public attendances at the Institute from 388,000 in 1952 to 470,000 in 1955. Lectures in schools totalled 6,130 last year with an audience figure of 616,538 against 4,467 in 1952. Twenty-six conferences for Sixth Form pupils in grammar schools and teacher-training colleges were held last year against only two in 1952. School parties now taught at the Institute total 1,241, sales of teaching aids reach 30,000 items, and a Commonwealth Students Club, founded in September, 1954, has a membership of 382.

Permanent exhibitions in the galleries which have been and are being completely modernised are: Federation of Malaya, Singapore, North Borneo, Sarawak, Hong Kong, Aden, Seychelles, Mauritius, Somaliland, South Africa, Rhodesia and Nyasaland, Bermuda, Bahamas, Nigeria, Gold Coast, Sierra Leone, Cambia.

The designing, construction and equipping of these permanent displays takes time (the new West Africa exhibition which has just been completed and which occupies 6,000 square feet, has taken two years to plan and build), and for the time being the galleries are bound to present an unsatisfactory mixture of old and new.

In the past two years the art of the Commonwealth and Colonial countries has been exhibited on an increasing scale. Since 1953 no fewer than sixty temporary art and other exhibitions (twenty-seven in 1955) have been held at the Institute. The Director remarks: "The Institute is now beginning to fulfil its proper function of being the natural 'home' of Commonwealth art from overseas in London." In addition, two travelling exhibitions, one on the "Federation of Rhodesia and Nyasaland" and the other on "Progress in the Colonies" have been touring the country.

The Schools Reception Centre, opened in 1954, has been an outstanding success. It was used by 41,000 children in school parties in 1955. The cinema remains a popular feature and attracted over a quarter of a million people.

A Scottish Committee, under the Chairmanship of Sir Robert Russell, C.S.I., C.I.E., was founded in December and is now busy promoting the educational work of the Institute among Scottish schools. The educational services have also been extended by direct action to schools in Wales and Northern Ireland.

Other activities, with which the Institute has been concerned in co-operation with other organizations, are mentioned in the Report. These include courses in Race Relations for young men and women going overseas, courses for exchange teachers, special conferences, meetings, concerts and film shows. The Institute has also been associated with the B.B.C. in arranging sound and television broadcasts for children.

Changes in the Milk in Schools Scheme

A saving of about £125,000 a year may result from modifications in the Milk in Schools Scheme announced by the Ministry of Education.

As from 1st September next free milk will only be available for school children during term time and the arrangements for supplying milk at week-ends and during the holidays will cease.

Children in nursery schools now receive two-thirds of a pint daily, whilst those in nursery classes receive one-third of a pint. From the 1st September next, all children will receive one-third of a pint with the exception of delicate children attending special schools who may be given two-thirds of a pint.

Local education authorities may make arrangements for the supply of milk during term time to organized parties of pupils attending a camp or engaged on some other educational expedition away from the school but free milk will not be available to such parties organized during the holidays.

In a circular sent to local education authorities the Ministry ask that special care be taken in the ordering of milk, pointing out that the excessive purchasing of only four bottles in every hundred would involve the Exchequer in an extra expenditure of about £500,000 a year. The amount of milk ordered should be based on the number of pupils taking milk regularly, allowing for the usual rate of absences.

Also from the 1st September next the records of milk delivered and consumed at each school are to be made in a simpler form. Only two columns of the new record forms will have to be completed instead of five columns as at present.

From the same date local education authorities will be responsible for supplying milk to pupils in non-maintained schools as well as maintained schools. The terms under which local education authorities supply milk to non-maintained schools will be determined by agreement between the authority and the proprietor of the school, and should include provision by the proprietor of such information about ordering and consumption as the authority may require. The terms should also include a stipulation that no payment should be made by parents for milk supplied.

The total expenditure on the Milk in Schools Scheme, amounting to about £11 millions a year, is met by the Exchequer.

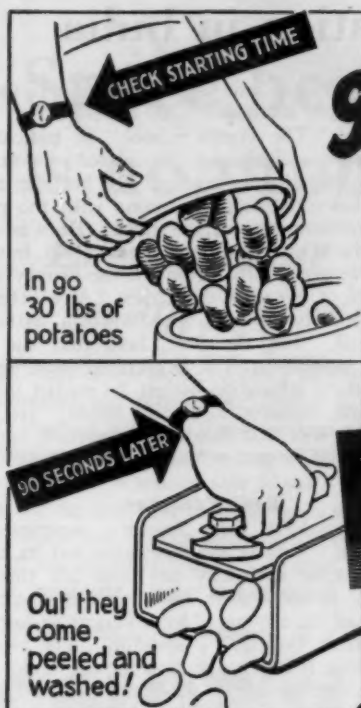
Teachers Accept Scales

A special delegate meeting of the National Union of Teachers held at the Stoll Theatre, London, on May 13th, by a large majority voted in favour of acceptance of the new salary scales recommended by the Burnham Committee (see page 360 of this issue.)

The Executive of the Association of Assistant Mistresses have also accepted the new scales.

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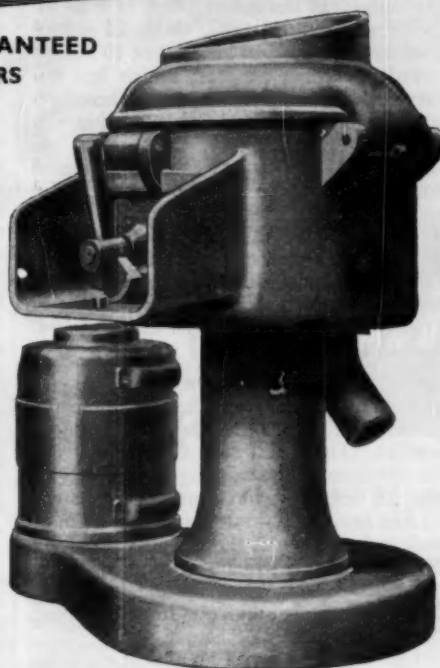
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Reconstruction of Education in India

At the Institute of Education on April 27 and 30, Dr. Humayun Kabir, M.P.—formerly Secretary to the Government of India Ministry of Education—and Chairman, University Grants Commission, delivered two special university lectures on "Reconstruction of Education in India." At the first, Sir John Sargent—formerly Educational Adviser to the Government of India—introduced the speaker to the audience as an eminent educationist.

After thanking the London University for the invitation to deliver the lectures, Dr. Humayun Kabir began his first lecture by giving a brief summary of the enormous expansion in education which had taken place since India became free.

Recent Developments

The Constitution, Dr. Kabir said, had laid down that every endeavour should be made to provide universal compulsory education for all children up to the age of fourteen by 1960. This target seemed difficult to achieve; nevertheless, he said, "the progress which has been made can be described as phenomenal." He added: "Against approximately 14 million children of 6 to 11, who were receiving schooling in 1947, about 24 million were attending school in 1956. An increase of 10 million in 8 years marked a rate of progress which has few parallels anywhere else in the world. At the secondary level, the number of children receiving schooling was less than 3 million in 1947. Today, the number has passed the 6 million mark and as the number increased at the elementary stage there has been progressive increase at the secondary level as well. At the University level there has been equally marked expansion while in the various levels of technical education the quantitative expansion has been, if anything, even more remarkable. And, the number of girl pupils has been more than doubled, rising from less than 3.5 million in 1947 to about 8 million in 1955."

Need for Reconstruction

In some ways even more important than the quantitative expansion, were the efforts at improvement in the quality of education. Dr. Kabir said that he was not one of those who condemned the existing system totally. It had no doubt its defects—what human system was there which was free from fault—but it had served India on the whole well and was one of the factors responsible for the Indian Renaissance which ultimately led to Indian Independence. The existing system had, however, become largely outmoded and was unable to meet many of the challenges of the new age.

At the elementary level there was an almost exclusive concern with academic studies. The three R's became the sole aim of education. Overmuch concern with the development of the intellect led to a neglect of the physical and emotional needs of the children.

Elementary Education Reorientation

Dr. Kabir said that educational reconstruction in India has, therefore, begun with an attempt to reorient elementary education in two ways. It must be much more broad-based than before and it should assure the child all-round development of his personality. In this as in so many other fields—Dr. Kabir pointed out—the late

Rabindranath Tagore was perhaps the first to think out a definite pattern for educational development. In his study entitled "The Poet's School," he indicated the basic principles which he considered essential for reorientation of Indian education. His first demand was that education must be in harmony with the physical and social environment of the child. He was a great admirer of the Western system of education, but he felt that it had grown gradually out of the history and the requirements of Western countries. Any attempt to repeat uncritically in India the Western pattern was bound to fail. He, therefore, held that the Indian educational system—and a beginning must be made with elementary education—must be rooted in Indian traditions and conform to Indian needs. His second basic principle was that children's education must from the very initial stages reflect the entire life of the community.

Basic Education

Dr. Kabir added that Tagore's experiment was confined to his school at Shantiniketan but its influence either directly or indirectly has been felt throughout the country. In some ways, his scheme is a remarkable anticipation of the scheme of basic education formulated under Mahatma Gandhi's leadership. The essence of basic education is that education for the child will be imparted through a craft. The craft selected must be one with which the child is already familiar. It recognises the very relevant principle that children are by nature active and love to do things. Most modern educationists have accepted the principle of activity as an essential condition for the success of schools. Gandhi wanted that this activity should be socially useful and purposive.

The original motivation may have been economic, but once the system of basic education was worked out in detail—added Dr. Kabir—it was found that its educational advantages were so great that it deserved to replace the prevailing system on purely educational grounds. Dr. Kabir described in detail how basic education was craft-centred and how basing the school curriculum on a craft helped to organize the class and the school as a co-operative community. Children learned to acquire responsibilities and social behaviour in this new conception of the school as "a miniature co-operative commonwealth."

Concluding the first lecture, Dr. Kabir said: "It is obvious that the success of a system like the basic depends entirely on the quality of the teacher. The prevailing system has been book-centred and could function even if the teachers were not of the highest quality. The basic system seeks to build up education out of concrete problems of life. It therefore requires far abler teachers. In fact, a creative mind in the teacher is essential if this system is to function satisfactorily. The successful implementation of basic education will also lead to corresponding changes in educational thought and practice at higher levels."

SECONDARY EDUCATION

In his second lecture, Dr. Kabir said that for various reasons the reconstruction of secondary education has become an issue of even greater importance than the

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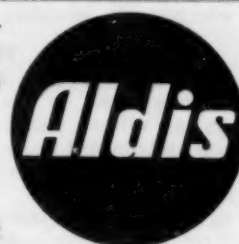
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reconstruction of elementary education. Secondary education is, in a sense, the pivot on which the whole educational system rests. But secondary education in India has been remarkable for its monotonous insistence on purely academic subjects. It is with the onset of adolescence that diversities in taste, aptitude and interest begin to show. If at this stage growing boys and girls are not allowed to develop their special abilities, the result is one of individual stultification and social loss.

Multi-Purpose Schools

Dr. Kabir said the foremost demand for the reform of secondary education was, therefore, one for the diversification of courses. The other equally important need was provision of alternative media through which children could educate themselves. Dr. Kabir added, that one of the most significant developments in the field of secondary education in India in recent years has been the insistence on the establishment of multi-purpose schools. These are intended not only to meet the needs of children with different tastes and aptitudes, but in addition they have also been intended as an instrument for developing a new social outlook among the growing generation.

They are also intended to bring the education nearer to life by the provision of a diversity of courses within the same school. Another measure intended to achieve the same result, said Dr. Kabir, is the re-construction of the syllabus in which a number of core subjects will be common to all pupils regardless of the particular course they may select. The provision of core subjects in which social studies, the study of language, general arithmetic and craft, will be common to all pupils is intended to give a common fund of social awareness to all adolescents who come to secondary schools.

The Teacher

The key to any educational reconstruction, Dr. Kabir stressed, is the Teacher. Even the worst of systems will not yield unsatisfactory results if there are able and devoted teachers. Unfortunately, however, the position of the teacher has for various reasons suffered in India in the past. Dr. Kabir said it is a hopeful sign that in recent years and especially in the last two or three years, there is growing social recognition of this fact. Measures have been adopted to increase the teacher's sense of self-respect. Special functions have been organized by the State to do honour to them. Summer camps and seminars have been organized in the hills and other holiday resorts to provide for teachers an opportunity to discuss common educational problems in pleasant surroundings. These camps-cum-seminars have literally created a stir throughout the country. Another new measure directed towards the same end is the institution of a system of extension services by training colleges. Till now individuals, whether practising teachers or intending recruits, have come to the training college. Under the new system, the training college goes out to the school and seeks to teach all the teachers in the school simultaneously and as a co-operative group.

Dr. Kabir added that efforts are also being made to improve the scales of salary and social position of the teachers. It is hoped that these measure will increasingly improve the morale of the teachers and raise their status in the eyes of society. Concluding, Dr. Kabir said:

"The three essential measures in this connection are increase in the social status and economic standing of the teacher, improvement in his professional and technical efficiency and the recovery of the spirit of dedication and service. The first is almost entirely a responsibility of the community, the second must be achieved through the joint effort of society and the teacher while the third is exclusively a challenge to the teacher himself. There are reasons to think that a definite programme for the realisation of these three objectives is now well in hand and in this lies hope for the future of education and therefore for the future of India."

Prof. Lauwerys of the Institute of Education thanked the speaker on behalf of the University and the Board of Studies in Education.

Navy and Air Force Scholarships

Increased Rates of Financial Assistance

The tax-free grants payable under the scholarship schemes maintained by the Royal Navy and the Royal Air Force, which are intended to help boys of sixteen to remain at their own schools until they are old enough and educationally qualified for entry into the Britannia Royal Naval College, Dartmouth, or the Royal Air Force College, Cranwell, are to be increased with effect as from May 1st.

Additionally, the Royal Air Force scheme is being extended to include technical cadetships.

In future, the parents or guardians of all scholarship holders, regardless of the size of their income, will be eligible for the refund of 100 per cent. of school tuition fees (subject to an annual maximum of £100) and, in addition, maintenance awards will now be made to those whose net income is £1,700 or below.

The Admiralty will award up to ninety scholarships each year, and the age limits will remain as at present, namely from 16 years 4 months at the time of award. As the income ceiling for eligibility for refund of tuition fees has been removed, parents or guardians of honorary scholars can in future qualify for this refund.

The Air Ministry awards up to sixty-five scholarships a year, of which ten may now be for technical cadetships. Technical cadets either spend three years at the R.A.F. Technical College, Henlow, Beds., or take a three-year honours degree course at a university following a year's study at Henlow.

Candidates for Air Ministry scholarships must be at least 15 years 8 months of age and able to obtain the educational qualifications before they reach the maximum age for entry to Cranwell or Henlow.

National Youth Employment Council

The Minister of Labour and National Service, Mr. Iain Macleod, has appointed the National Youth Employment Council and its Advisory Committees for Scotland and Wales, for a further period of three years.

Lord Coleraine remains Chairman of the National Council, Sir Garnet Wilson, Chairman of the Advisory Committee for Scotland and Dame Olive Wheeler, Chairman of the Advisory Committee for Wales.

The Council, which was first set up in 1947, advises the Minister on questions of policy affecting the administration and development of the Youth Employment Service.

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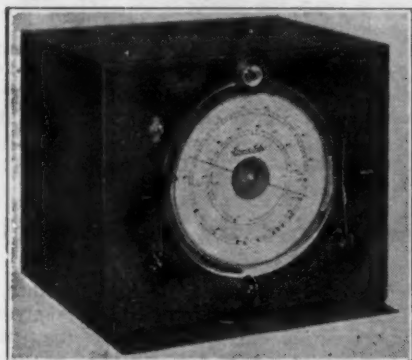
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As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

LOCAL ELECTIONS

May is the month when local elections take place in the boroughs. Their results can have an important effect on the education service. Local elections for the great majority of local authorities are now conducted on party lines, and change of party can bring about a change of policy.

Before the war it was not uncommon for chairmen of education committees to hold office for long periods of years. To-day this is not so common. Chairmen of committees now retain their positions only if their party is in power, and they themselves are in favour with their party.

No-one would claim that the changes which have taken place in recent years are all for the best. One of the disquieting features is the power which the party caucus now possesses. It is usual, before council meetings, for the caucus to meet and to decide how the party will vote on certain matters. In some areas the caucus consist of council members only. In other areas, the caucus are controlled by people who themselves are not on the council.

Ludicrous situations can often arise from this fact. It has happened that a chairman of an education committee has advocated a certain course of action in a sub-committee, but when the education committee and the council meet he has advocated a different course of action. The innocent observer might ask "Why?" The answer is, of course, that the caucus have decided on a certain course of action; the party whip has cracked; and the chairman has fallen into line with his party wishes.

The existence of the caucus makes it difficult for members of the general public to see where the real power lies. It is a disquieting feature in modern local government.

Many of the good intentions of the Education Act are negated by this over pre-occupation with politics. The co-opted members of an education committee are supposed to be people who have a very real interest in education. In many areas the co-opted members are loyal party members, some of whom may have been defeated at the polls. They are chosen for their interest in party politics rather than for their interest in education.

Responsible party leaders are well aware of the evils and dangers in present practice, but they confess themselves unable to do anything about them. One can only hope that a change for the better will take place, but there are few signs at present.

SIZE OF CLASSES

The Ministry have issued to all local authorities information concerning the employment of teachers and the size of classes. This shows that for the past three years the average number of pupils in junior classes has fallen, and that in secondary classes there already has taken place an upward tendency. Conditions, however, are by no means uniform through the country, and some areas are undoubtedly experiencing difficulty in

recruiting teachers. The Ministry ask that authorities who have no difficulty in recruiting teachers should exercise "a wise restraint in recruitment" in order to help the hard pressed authorities.

The Ministry estimate that between January, 1956, and January, 1957, the number of junior pupils in the schools will fall by 2,600, and that the number of secondary pupils will increase by 109,200. They also estimate that during this present year the teaching force will increase by 7,000. In order to maintain the current staffing ratio of 31.2 for juniors and 21.0 for seniors, 5,100 teachers will be required. The remaining 1,900 teachers, the Ministry suggest, should be used to maintain the present school ratio and to reduce the present junior ratio from 31.2 to 30.8.

This information is interesting and, indeed, valuable. Everyone agrees on the need to reduce the size of classes. Unfortunately an adequate supply of teachers is only one weapon in the struggle to reduce the size of classes. New schools also are required. The Ministry are silent on the number of new classroom places which will come into use during the year. If this information had been given the picture would have been more complete.

The prospective increase of over 109,000 secondary pupils represents the vanguard of the bulge years. If this number is divided by twenty-one, which is the average size of a secondary class, this means that over 5,000 class places should be made available during the year. This is a formidable number.

In successive years the problem will get worse, and indeed, there will be no betterment until 1960.

The Ministry's statement shows that over the country as a whole the Ministry do not anticipate any shortage of teachers. It would be interesting, however, if information could be supplied showing their estimate of the number of new places or classroom units which will come into commission during this present year and subsequent years.

Research Students and National Insurance

The Minister of Pensions and National Insurance, Mr. Boyd-Carpenter, last month announced, in reply to a Parliamentary question, his decisions about the position of research students under the National Insurance Scheme.

Having gone fully into the question he had come to the conclusion that research students holding post-graduate awards made for training in research methods or for studying under supervision for such higher degrees as Ph.D. should normally be treated as in full-time education, and excepted, if they so wish, from the payment of contributions.

He had made formal decisions under the Act in one or two cases which will be published and will constitute precedents for future guidance.

It will, of course, be appreciated, he added, that a student who so elects deprives himself of advantages under the National Insurance scheme.

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The Education of Immigrants

Post-War Problems

The success of immigration schemes in those countries welcoming new settlers depends largely on the degree to which the newcomers can be absorbed both culturally and psychologically, and on the time taken to do it. The education of immigrants for a new sphere of citizenship has always presented its own problems, and post-war conditions have introduced new difficulties peculiar to the times.

These conclusions are among many reached in a comprehensive study* of the subject carried out in four countries—Australia, Canada, Brazil and Israel—as the latest addition to the Unesco series in Education Studies and Documents. The report on Australia was compiled by Mr. C. A. Price, a Fellow in demography at the Australian National University, Canberra. The Canadian section was by Mr. Joseph Kage, National Executive Director of the Jewish Immigrant Aid Society of Canada, Montreal.

The preface points out that each country included in the publication has necessarily dealt with common problems in its own way, but it is hoped that it may be possible for methods used in one country to be adapted for use in another, or in any case provide some profitable lines of approach.

So many present-day immigrants arrive with a background of "uprootedness"; of unplanned dislocation and sometimes unpleasant urgency. Often the victims of social and economic upheaval, post-war immigrants especially may be beset with fears and worries which require a warm and sympathetic attitude if the strangers are to respond by settling quickly and easily into their new way of life. The education of immigrants, adds the survey, can be a very practical test of the usefulness of education as a means for promoting international understanding.

In recent years a variety of circumstances had led to an increasing pre-occupation with immigrant educational problems. In Brazil, where large-scale immigration dates from 1908, there is a "new awareness of the serious complications which arise" if new settlers are not drawn completely into the life of the country. The creation of the Israeli State, with its emphasis on mass migration, has focussed attention on the urgent need for an intense educational programme for immigrants; and the stepped-up schemes in operation in Australia and Canada have resulted in a similar demand.

Canada faces the difficulties inherent in being bilingual; in Israel, the origin of would-be settlers is sometimes Occidental, sometimes Oriental; problems arise from the religious basis of the new State. Australia shares with Brazil the thorny question of native-born communities which have not even now been wholly assimilated.

Nearly 900,000 people arrived in Australia as permanent settlers between the beginning of 1945 and the end of 1954, states the survey. A little over half of them came from countries where the mother tongue was other

than English. The report describes in some detail the novel methods adopted in teaching English and outlines the work of the many official and voluntary agencies who are endeavouring to educate both British and European migrants in the general life and customs of the country. The report on Australia adds that the whole educational movement is obviously having less success with immigrants from Britain than with European settlers, perhaps because the latter realise more clearly than the British that they are in a "new" country. They come, it appears, more humbly, expecting less, more willing to learn. At present the rate of re-migration back to Europe is much higher on the part of the British migrants—who have no language problem—than it is of migrants from European countries. The survey concludes: "Clearly, as far as adult immigrants are concerned, there are more important aspects of the educational problem than the learning of a language."

Between 1945 and 1954 over a million immigrants, representing 6.7 per cent. of the total population, were received in Canada. During the six-year period 1948-53, some 822,000 settlers were admitted, about 67 per cent. coming from non-British countries. Since the last war classes for language instruction and courses in civics have "mushroomed" throughout the Dominion under provincial departments of education, local school boards, service clubs, churches, welfare agencies and universities. For the past three years the Canadian Federal Government has offered provincial governments a grant of half the amount subscribed by the provincial government itself towards the cost of citizenship classes for immigrants. In general, the post-war immigration policy in Canada has been aimed at fostering the growth of the population by a selective process geared to the capacity of the country adequately to absorb the increase.

The survey includes notes on sources of information for each of the four countries reported on, and brief biographical details of the authors of the reports published.

Mr. W. F. Houghton, M.A.(Cantab.), the Deputy Education Officer for London is to succeed Dr. John Brown, the Education Officer who is retiring.

Mr. David J. Williams, Principal of the Lancaster and Morecambe College of Further Education, formerly Principal of People's College, Nottingham, has been appointed Principal of the new Singapore Polytechnic from June 1st. His previous service includes periods in Northern Ireland, Birkenhead, and at the Liverpool College of Technology.

Travelling exhibitions of books on language and literature for use in the teaching of English have been sent by the British Council to East and West Pakistan. The books, all of which have been given by the publishers, are to form the basis of permanent exhibitions to assist the Council's education officers in demonstrating methods of teaching English.

* "Some Studies in Education of Immigrants for Citizenship;" H.M.S.O. 2s.

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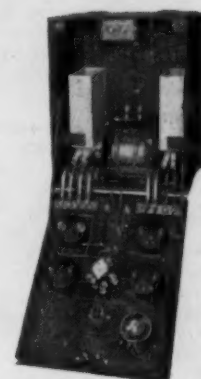
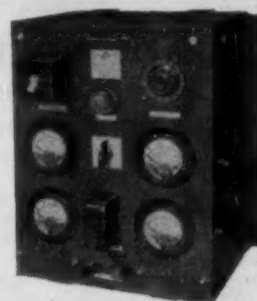
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FILM STRIP REVIEWS

UNICORN HEAD VISUAL AIDS, LIMITED

U.172—Jesus of Nazareth.—Perhaps a more apt title would have been "Where Jesus Lived," for in this fine strip we are looking at the city and its inhabitants. The format is similar to the excellent "Bethlehem" (U.171) and is the second in the Holy Land Pilgrimage Series. We can look at Nazareth as it is and visualise what it was in Jesus' time, for much is unaltered. Many frames suitably portray scriptural texts; others show the unchanged customs of the people. There are photographs of many traditional sites and one can look upon Galilee in the steps of the Master. This is an excellent strip for use in all schools. The subject matter of the script is well selected and informative; the whole is full of interest. 41 frames.

Wild Flowers of the Countryside, Parts I and II.—These two filmstrips are based on the twelve pictures arranged and painted by Edith and Rowland Hilder for the Calendar of Wild Flowers for Shell-Mex. Part I has 29 frames dealing with January to June; Part II has 30 frames dealing with July to December.

Each month starts with a complete picture, and delightful studies they are with the clusters of flowers in the foreground and a seasonal background landscape. Then close-up sections of the picture are shown to point out individual flowers. These drawings are accurate to the last detail, made realistic by their natural setting, and the light and shade is superb for definition. Though not originally intended for filmstrips they are the last word for screen presentation. With frequent showings there should be no question that the children will have learned some 100 well known wild flowers and to place them in the month in which they are seen to best advantage. For teachers who need help in identification, the script has line drawings of the picture of the month with each flower appropriately numbered so that it may be referred to readily in the text. To the Bibliography might be added: "Wild Flowers at a Glance" Carey and Fitchew (Dent); "Wayside and Woodland Blossoms," I-III Step (Warne); "Pocket Guide to Wild Flowers" McClintock and Fitter (Collins).

GAUMONT BRITISH

S.C. 426—Nigerian Arts and Crafts.—This first-class strip shows some superb examples of Nigerian art and is intended for use in schools and colleges where the study of arts and crafts is considered beyond the teaching of techniques. These lovely examples in colour should certainly be an inspiration to the practical minded student when one considers the quality of work obtained with the crudest of materials. The sections deal with working in wood, in metal, in leather, in cotton and other staples, and with miscellaneous crafts such as the working of calabashes, working in glass and raffia, hair styles and the decoration of buildings. But the strip will have far wider appeal than for the age groups or classes for which it is intended—it will be equally useful for the geography lesson in both primary and secondary schools; no child is too young to start to appreciate things that are made in other lands. The script has some very helpful diagrams. 43 frames.

S.C. 428—In the Tropics. Part I—The Savannah and Hot Grasslands.

S.C. 427—In the Tropics. Part II—The Coast and Rain Forest.

Both of these colourful strips have their setting in Nigeria, so that we are able to note in one country the transition

from mangrove swamp and rain forest to savannah. A map of Nigeria showing the border line of the transition is given in the script; it is a pity the map was not included at the beginning of each strip as it would have provided a useful link and further subject for discussion. In both strips the physical features and typical vegetation are clearly shown; the closer pictures of the many products show up extremely well; and both conclude with pictures of human aspects. Intended for the 13-plus age groups, but many frames are equally suitable for the primary school. The seventy-eight photographs on these strips Part I (45 frames); Part II (33 frames) may well be used in conjunction with *A Geography of Nigeria* by Quinn-Young and Herdman (Longmans, Green and Co.) and the *Nigeria Handbook* (H.M.S.O., 1954).

"The Earth and its Peoples" Series

8311—U.S. Community. 46 frames.

8312—Desert Nomads (French Morocco). 54 frames.

8313—Eskimo Hunters (Alaska). 46 frames.

8314—Farming in South China (Si Valley). 47 frames.

8315—Farmer Fishermen (Norway). 50 frames.

8316—Mountain Farmers (Switzerland). 54 frames.

8317—Nomads of the Jungle (Malaya). 53 frames.

All these strips are produced by Louis de Rochemont Associates for United World Films Incorporated, New York. They are intended mainly for the primary school. The aim is to provide a large number of pictures from which the teacher may select those suitable to the particular aspect of study he has in mind, and with considerably more pictures to each strip than is usual there should be ample material for selection. The photographs cover the lives of the people through the seasons, their dress, occupations, customs and habits, their animals and their buildings, with sufficient physical background to provide a fair assessment of the country. In some cases one is taken into the home of a particular family—a feature which children much appreciate.

The strip on U.S. Community differs from the rest in that it deals only with a town—Milford, Connecticut—where some of the school children are investigating the life and work of the town of some 33,000 inhabitants. The project is taken from the early settlement by the river to the present day development of all the town services.

The handbooks issued with the strips do not follow the usual procedure. Instead there is a brief account of the contents of the strip, additional information on the country concerned, suggestions for using the strip and captions for the individual photographs.

EDUCATIONAL PRODUCTIONS, LIMITED

No. 5165—The Face that Launched a Thousand Ships.

No. 5166—Ulysses.

No. 5167—Robinson Crusoe.

It is quite a long time since we saw the last Ernest J. Tytler production in this splendid series of "Stills from the Films." But this time there is a difference, for in *Ulysses* we plunge into past mythology and as every familiar name crops up to whet the appetite we thirst for more—and how very many old mythical friends are gathered together in this enchanting story! The author has woven the story of the *Odyssey* very charmingly round the forty-three selected stills and the strip should prove very helpful in remembering the sequence of the many eventful happenings.

The story of Helen of Troy is dismissed in 20 frames, but it will serve to show there was more in the Trojan war than just the inimitable wooden horse; and the pictures, besides telling the story faithfully, give a careful reproduction of costumes, armour, furnishings and decorations of the period.

The script for *Robinson Crusoe* contains many passages from the story and the illustrations form a fairly representative sequence, only chapters 1, 2, 5, 10, and 17, not being included. This strip will certainly be enjoyed by upper

Evening Institutes

Local education authorities, principals and teachers in evening institutes will find the information and suggestions in this pamphlet of great value in their efforts to meet the needs of adults seeking further education. Illustrated. (Pamphlet No. 28) 3s. (post 2½d.)

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juniors who have already feasted on "Treasure Island" in the same series.

No. 5146—Life in the Waters.—This is Part II of "The Story of Life" leading up to the appearance of life on land, and dealing with the life of the Ordovician, Silurian and Devonian periods with an overlap into the Lower Carboniferous. That it was made in collaboration with Mr. R. H. Squires of the Natural History Museum, London, who also wrote the notes, is sufficient guarantee of its authenticity. The story is illustrated with some excellent models which Mr. Tom Bayley has presented to advantage. The evidence in the rocks is provided by photographs of many interesting examples of fossils; the evidence in living creatures to-day deals with corals, sea-anemonies, the Pearly Nautilus, shark and lung-fish. Two maps show the disposition of the rocks. 36 frames.

No. 6158—Everyday Life in the U.S.A.—Strip II—Industry. This is a most convincing strip, bristling with pictures of industry and commerce. In fine colour rendering, it is just the right material to convince the primary scholar of the importance of manufactures and trade and the secondary scholar of the colossal scale of industry in the United States. 30 frames cover a wide variety of subjects including coal mining, coke, iron and steel, heavy industry and machine tools, copper and other metals, petroleum, timber, and fishing. Eight further frames deal with the services connected with industry with special reference to transport.

PICTURE POST

Alpine Family.—The family exchange visit has become increasingly popular among school-children and is obviously the ideal means of getting to know how other people live. Even so, such advantages are still for the favoured few, so that a visit by means of photographs must be the next best substitute. The home of the Zippert family is situated in the neighbourhood of the village of Langwies in the Sapun Valley (Canton Grisons), just over 5,000 feet above sea level on the slopes of the First Alp. This is a good enough setting to provide a typical lesson or series of lessons. The pictures are homely and the child can feel he is there. Most of the illustrations deal with some aspect of farming through the seasons, and the remainder with household activities and a look round the village. 34 frames.

The Gold Coast.—Not many strips are available on the Gold Coast so that this one in colour is certainly welcome. It is concerned mainly with people and products, the latter dealing with fishing, farming, timber, cocoa, manganese and gold. Colour is good and there are some picturesque scenes of the Governor, the Durbar and Military Parade, Religious Procession, African Bishop and cultural activities. Suitable for both primary and secondary schools. 30 frames.

Ancient Egypt.—This strip is not a history of Egypt but an illustrated account of the way of life of the Egyptians in their great period between 1900 and 1300 B.C. Many of the photographs are from models of the type we all know so well, for there is no shortage of pictures of this kind. The pictures illustrating the various customs and activities are well drawn and their clarity very suitable for projection. The strip is interesting and the script very informative. 38 frames of which the last picture of the Sphinx and the Pyramids will leave us to wonder at a past civilisation which could build such monuments to stand the test of time.

Danger Spots.—The teaching of hygiene in most primary schools is mainly incidental, although of course, from the beginning cleanliness is insisted upon. Though children are not frightened by thoughts of germs, it will certainly help them to appreciate the advantages modern homes have over

those of their grandparents. The pictures of the old and the new drive that point home very well. For the secondary modern scholar, especially in the teaching of housewifery and domestic science, the pictures of the danger spots in the kitchen, bathroom, toilet and elsewhere, will definitely encourage those who are helping mother and later helping themselves. This would be a good practical strip to show after dealing with the strip on Lister and Antiseptics (Common Ground CGA 608). 23 frames.

COMMON GROUND LIMITED

CGA 667—The Town.—A further addition to the delightful colour strips on Medieval Life: The Castle, The Monastery, The Village and The Crusaders. There is plenty to discuss and much to interest us; the butcher, the baker—rich man, poor man, beggar man, thief—are all represented as the varied aspects of medieval town life are unfolded. There is a splendid birds-eye view of the imaginary town to show lay-out and purpose; then follow scenes in the street and market place, the craftsmen and their shops and the general life of the town. This will do more than all the history books to stimulate the interest of the primary school child. 30 frames.

CGA 672—Saint Andrew and Saint Patrick.—This strip and its companion strip on St. George and St. David present what is known of the four patron saints of these islands. We have already commented favourably on the previous strip; this one is of exactly similar style—events of undoubted authenticity being in normal colour while those of an uncertain or legendary nature have black backgrounds. The pictures of St. Andrew follow closely the Bible story; it is his association with Scotland that has been difficult to explain. Various authorities have been sifted to portray the life of St. Patrick but the pictures are based mainly on the authentic account in his "Confession." The detailed notes will be most helpful for teachers who are not specialists and the children will most certainly appreciate the clear and colourful drawings. 28 frames.

CGA 699—Christopher Wren.—The life story of a truly remarkable man—Surveyor General in turn to Charles II, James II, William III, Queen Anne and George I. A Professor of Astronomy who turned his activities to architecture and dotted his churches all over London and to sit under the dome of his masterpiece until he was 91. The strip deals with his early life, of Wren as a scientist and later as an architect. There are eleven pictures comparing the styles of some of his London churches, and five depict the Royal Foundations—palaces and hospitals. St. Paul's has eight frames to itself as a history of how the cathedral took its final shape. The script has an excellent introduction and the notes necessarily incorporate much useful historical information. 40 frames.

CGA 688—Limestone Scenery.—We had been wondering what would come next in this lovely series. Once more the ordinary dictionaries fail us in explaining the terminology but we may happily turn to those useful Penguin Reference books—A Dictionary of Geography and A Dictionary of Geology—for additional information. Not that the script here lacks information—the facts are explained so well that we just had an urge to follow up the desire for more. This strip deals with the Karstic Process peculiar to limestone scenery and there are remarkable examples of surface and subterranean erosion in the excellent photographs. The strip will naturally have a special appeal to speleologists because of the treatment of cave formations; to the rest of us there is a fascinating story to be told here. Stalactites and stalagmites—yes! we have all heard of them; but helictites—no! then let's have something new to tell our friends who visited Cheddar or Dorset caves. 35 frames.

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BOOK NOTES

Roaring Boys, by Edward Blishen (Thames and Hudson, 12s. 6d. net.)

This is a salutary if not a very pleasant book to read. For it is the gleaming new show-schools with their lavishly appointed assembly-halls, their polished wood-block floors and their acres of vita-glass windows that attract the distinguished visitors and the attention of administrators. "To him that hath shall be given" is as true here as in other connections. It is good that we should be reminded, therefore, of the other side of the picture, and reminded in a more forceful way than comes from tables of statistics showing the numbers of schools built before 1900 that are still in use. Mr. Blishen, already known to a discerning readership through his sketches of school life in the *Manchester Guardian*, makes no attempt to point a moral or state a case. He simply tells us, in the first person, what happened to a young and inexperienced teacher who was thrown to the wolves in a secondary modern school in slumland. We are not particularly concerned about the teacher—much of his misery was the result of his own crass stupidity and an ignorance of the rudiments of his craft which seems incredible even in the product of an emergency training college. It is the boys who are important. For although he has allowed himself the novelist's licence to underlin eand accentuate in order to create individuality, these warped, twisted grotesques, these "Teddy boys" and near morons, these sharp-witted products of squalid poverty, belong to a real enough world. Stonehill Street may have an exceptionally large share of the worst qualities a school of this type can possess, but each one is itself authentic and could be matched in many a grimy brick fortress in London or Manchester. Not that this is a dull or lugubrious book, despite its grimness. It is full of humour, rich with comic characters, crammed with men and boys—especially boys—who are full of life and reality. It is less significant, perhaps, than "Blackboard Jungle," but it paints a world in which we can more readily believe because, alas, some of us have known it at first-hand.

—C.

A Study Guide in Physical Geography, by F. J. Monkhouse, M.A. (University of London Press, 3s. 9d. net.)

Although fully recognised these days as an academic subject, geography still remains something of a Cinderella in the curriculum, particularly in the Sixth Form. It is not unusual, therefore, to find that students taking geography to the Advanced level are so few in number that staffing problems make it necessary for them to do much of their work in "private study" periods. A book, therefore, that lays down a scheme of study, bringing out salient points, suggesting a course of reading, setting practical work and offering appropriate examination questions from past papers is likely to prove a boon indeed. All these things Professor Monkhouse has done with admirable succinctness. As he tactfully hints in his preface, many a teacher of geography also will find much here to assist him in his own lesson—and course-planning.—C.

Vocational Education and Practical Arts in the Community School, by H. M. Byram and R. C. Wenrich (New York and London: The Macmillan Company, 38s. 6d. net.)

To what extent shall the curriculum of the secondary modern school have a vocational bias? Is vocational training the business of the schools at all? At what age should the education of the child be directed towards a particular vocation or type of vocation? These and related questions form the most fought over of all the debatable

areas of the educational field. As usual, light and comparative certainty can only come by an increase in the amount of precise information available. With customary American thoroughness, Professors Byram and Wenrich have assembled an impressive body of evidence, experience and suggestion on the part that vocational education, particularly in the practical arts, should play in the school programme. Their primary theme is integration, that all subjects in the curriculum whether general or vocational, practical or cultural should be inter-related and contribute in a complementary way to the ultimate aim of education—to bring out the best that is in the child. As so often with works on education produced in the States, the writing is a little laboured and "open-work" for our more succinct taste, but the educational administrator planning a new school, the headmaster drawing up time-tables and the teacher of practical subjects framing schemes of work will find much here of value. There is a stimulating and suggestive section, too, on vocational education and practical arts for adults which should be of the greatest interest to community centre wardens and those engaged in adult education generally.—C.

Poemas Comentados, by B. Luperque, M.A. (University of London Press, 6s. net.)

Interest in Spanish studies in the grammar schools and provincial universities of this country has been growing steadily for many years. Spanish does not yet rival German as the second foreign language in the curriculum, but more and more schools are offering it as an option or an addition to German. There is as yet, however, nothing like the choice of text-books, "courses" and reading material available for the teacher of Spanish. It is, therefore, doubly agreeable to be able to welcome a useful newcomer. Mr. Luperque's anthology has been carefully selected not only in the grading by difficulty, but also with a sensitive eye for literary merit. There is an adequate critical and linguistic apparatus of notes and vocabulary, and thoughtful exercises have been set on each poem. We are unable to dispute the author's contention that there is no other collection of the kind available for us in schools.—C.

People of Early Singapore, by H. F. Pearson (University of London Press, 3s. 6d. net.)

We should like to commend this little book rather particularly because its exceptional quality might well pass unnoticed. Basically, it is a series of sketches of the lives of men who made Singapore—East India merchants, governors, sea captains, administrators—told in a simple readable style. It thus fills in for young readers a corner of our overseas history which is too often neglected. But the distinction of the book lies in the direct vividness of the narrative and the sharp outlines of the background which give a startling impression of reality. This is not surprising since the book was written primarily for use in South-East Asia. A boy or girl in an English town school who spent an hour or so with this well-written and delightfully illustrated book in the "silent reading" period would carry away a concrete and memorable impression which many formal history and geography lessons might fail to give. It is notable too, for its sincere attempt to present an unbiased picture. The cheats and the braggarts are exposed as candidly as the wise and the public-spirited are acclaimed.

—C.

In January, 1956, there were 1,874 classes of more than forty pupils in county primary schools and 1,956 classes of more than thirty pupils in county secondary schools. Giving these figures in reply to a question at the L.C.C. April meeting Mr. H. C. Shearman said that the size of classes should be considered as a whole for in many cases the excess is small and many classes are, of course, well below these figures.

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Education and Plastics

At a special meeting of the Plastics Institute (London Section) last month Sir Eric Rideal gave his views on education and plastics and called for action to meet the needs of this developing industry. Sir Eric is one of our most eminent scientists, chairman of the Advisory Council of D.S.I.R., and founder of the department of colloid Science at Cambridge, and as such his views merit serious consideration by all interested in education.

In his opening remarks he ranged over the field of higher education in general terms, making the point that people taking post-graduate degrees should, apart from their main subject, spend some time at lectures of strictly unrelated subjects, viewing post-graduate studies as contributory to the formation of the whole man.

Then came the meat of the discourse. In Sir Eric's opinion neither the present work at Cambridge, the Borough Polytechnic (London), nor anywhere else in Britain was adequate for the needs of the plastics industry. There were glaring deficiencies, resulting in the fact that we were not, as a nation, producing scientifically trained men suitable for the industry. Nor had we any centre for fundamental research of a co-ordinated kind.

He based his argument on the fact that much work, for example the kinetics of polymerization, were intellectual problems, immense in their scope, and this was why the university had restricted their work to problems of this kind.

He regarded these intellectual subjects as forming the first stage of development, in contrast to the work at Yale and elsewhere on polymer solutions, molecular

weight distribution, vapour pressure, melting point, etc., which he regarded as forming the second stage of development. In this group, whilst much was being done at Aachen, Zurich, M.I.T., Cal. Tech., Brooklyn, and elsewhere, little or no work could be cited in Britain, outside commercial laboratories.

Stage three he envisaged as embracing such applied properties as creep, crazing, elastic and plastic properties, and this group, he said, was not provided for at university level in Britain at all. He held that an ideal polymer course must embrace the three stages of development he had outlined.

Sir Eric then posed the question—where should such a course be given—at university, at a technical college, or at a state institution and drew attention to the varying viewpoints on this aspect. M.I.T., a most expensive and lavishly equipped unit, sponsored largely by and developed to a large extent to the needs of the oil industry, at one end of the scale, and the modest technical school at Zurich at the other end, based on organic chemistry since Switzerland has no heavy chemical engineering industries. Much thought would therefore have to be given to the precise form such a teaching centre should take, having regard to the nature of the chemical industry in this country.

On the ideal course of study he had the following suggestions:

(i) 3 years for honours degree standard.

(ii) 2 or 3 years for post-graduate degree.

During phase (i), at least one year should be devoted to lectures on raw materials, polymerization, etc., and also experimental courses.

(iii) One year working in industry on a plant.

Summing up, since no such courses were available, and since no existing university departments were properly equipped to take it up, something new had to be initiated. This should be a Diploma, or a Ph.D., in plastics or colloid science. To point his moral, Sir Eric said that they should not rely, as an industry, on methods and processes bought from the U.S., and Germany, as we had done in the past, and as we might have to do in the future. Without properly trained men, and without working investigations along the three lines he had mentioned, we could not hope to remain in front.

A most interesting discussion followed, under the Chairmanship of Lord Halsbury, Managing Director of the National Research and Development Corporation. Amongst the speakers were Dr. Ingall, Mr. Dring, Dr. Gordon, Dr. Child, Dr. Redfarn, Mr. Wentworth, Dr. Narracott and several others.

An offer of £9,500 by Courtaulds, Ltd., towards equipping the textiles section of a new college of further education at Braintree, Essex, has been accepted by Essex education committee.

A proposed reduction in the West Riding education committee's divisions from 25 (costing £250,000 to administer) to 10 by the amalgamation of certain smaller divisions, so saving up to £50,000 a year, is included in a reorganization scheme drawn up by a special sub-committee. The annual cost of the West Riding divisions on administration alone has risen by about £150,000 since 1946. Proposals embodied in the scheme are to be fully discussed with members of the divisional executives.

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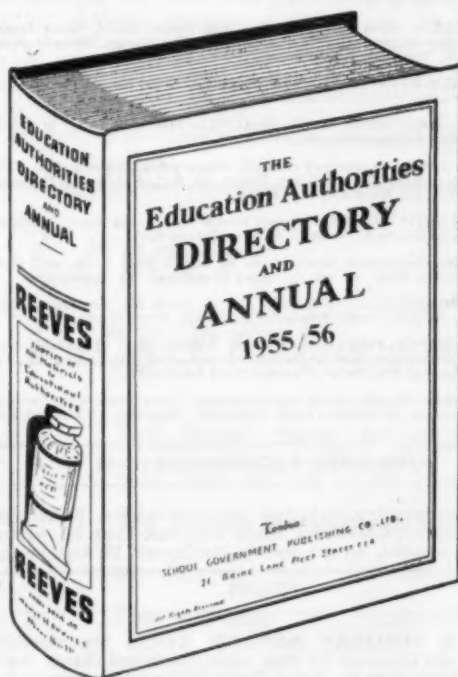
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